

The Correlation between Self –Esteem and English Learning Achievement of the First Year English Education Department Students at Mulawarman University

Novira Anjani¹, Aridah², A.K Amarullah³
Universitas Mulawarman

¹noviraanjani@gmail.com, ²aridah@fkip.unmul.ac.id, ³akamarullah@gmail.com

Abstract

This study aimed to find out the correlation between students' self-esteem and English learning achievement of the first-year English Education Department Students at Mulawarman University. The method used in this study was quantitative research which was designed in a correlational study. The total sampling method was used to take the samples, where it was the same with the numbers of population (86 students). The samples were the first-year students of the English Department from three classes. Self-Esteem Questionnaire (QSE) was adopted from Hyde (1979), which was used to find students' self-esteem. Cumulative scores related to English courses in the first semester were used to find students' English learning achievement. Descriptive statistics and Pearson Product Moment Correlation were used to analyze the data. The mean score for students' self-esteem was 75.59, it indicated that the level of self-esteem was vulnerable. While the mean score for students' English learning achievement was 3.24 which was categorized as Good. The calculation using the Pearson Product Moment showed the r-value was .185 and it was lower than r-table 0.212 with the level of probability (p) significance (sig.2-tailed) was .089 and it was higher than 0.05. It indicated that there was no significant correlation between self-esteem and English learning achievement. The different results were found between English skills subjects and non-English skills subjects with students' self-esteem. There was a positive slight significant correlation between self-esteem and the subject of English skills, while there was no significant correlation between self-esteem and non-English skills subjects.

Keywords: Correlation, Self-Esteem, English Learning Achievement

1. Introduction

Learning English requires mastering four language skills, which are listening, speaking, reading, and writing. The ability to master English subjects can be measured by TOEFL, IELTS, or English achievement as the output from English examination (Satriani, 2014). One of the related terms with personality in gaining achievement is self-esteem.

Rosenberg (1965) defines self-esteem as negative or positive attitudes toward her/his personality. Besides, Gecas (as cited in Alicia, 2002) defines self-esteem as positive evaluations of personality. The positive attitudes or evaluations mean the thoughts of someone who is thinking she/he is 'very good'. Meanwhile, the negative attitudes or evaluations are the opposite of the positive attitudes toward her/his personality or the thinking of she/he is "good enough" or not. Self-esteem is connected to personal confidence about capability, potentiality, performance, and social interaction. For English Education Department students, self-esteem means the thoughts of students who think they have a good capability, potentiality, performance, and social interaction in English or not.

Several studies (Gustaman, 2015; Satriani, 2014; Bagheri & Faghih, 2012) have investigated the correlation between self-esteem and achievement, especially the

achievement of English. The studies showed self-esteem has a significant correlation with English achievement. Branden (1985) explains one obstacle in gaining success comes from the lack of self-esteem, where the student with low achievement is caused by low self-esteem. Therefore, there is a suggestion that students with high self-esteem will have a good achievement, while those with low self-esteem will probably have low achievement. Therefore, it can be concluded that whether self-esteem has an important role and became an important factor in gaining good achievement, and good achievement also increases the self-esteem level of the students (Aryana, 2010).

In this study, the first-year students of the English Education Department in the academic year 2019/2020 at Mulawarman University are chosen as the subjects. The study is conducted to find how their self-esteem especially in English correlates with their English learning achievement. The earlier finding in the study is better, to find the solution to the further case. Selecting English Education as their study program suggests, they confident enough with their English ability. Therefore, considering the improvement of self-esteem can be done in learning plans, whether it can improve students' achievement.

The ability in mastering English for the first-year students of the English Education Department can be measured by their learning achievement in their first semester classes. Almost all the classes are relating to English skills which are listening, speaking, reading, and writing. English classes in the first semester are Intensive English Grammar, Intensive Listening, Intensive Writing, Intensive Speaking, Intensive Reading, Introduction to Literature, and Introduction to Linguistics.

The studies about self-esteem and English learning achievement have been conducted by English Department students. The study from Nufirda (2014) investigated the correlation between self-esteem and English learning achievement of Senior High School students. The results indicated there was a significant correlation between self-esteem and English learning achievement. However, the study focused on students of Senior High School while this present study focuses on students of English Department students. The study from Dermawan (2012) investigated the correlation between self-esteem and speaking ability. The results indicated there was a significant correlation between self-esteem and speaking ability. Further, the study focused on one of the English skills while this present study focuses on English learning achievement. Therefore, this study is carried out to deeply analyze students' self-esteem especially in English based on students' background as English Department students, with their English learning achievement based on their English classes.

From the explanations above, this study is aimed to know how students' self-esteem is (especially in English), how students' English learning achievement is, and there any correlation between students' self-esteem and English learning achievement. This study hopefully can give some information and understanding of whether self-esteem correlates with students' achievement especially in the English Education Department at Mulawarman University.

Based on the background above, this study tries to answer these following questions:

1. How is the self-esteem of the first-year English Education Department students at Mulawarman University?
2. How is the English learning achievement of the first-year English Education Department students at Mulawarman University?
3. Is there any correlation between self-esteem and English learning achievement of the first-year English Education Department students at Mulawarman University?

2. Literature Review

According to Rosenberg (1965), self-esteem is defined as negative or positive attitudes toward her/his personality. Besides, Gecas (as cited in Alicia, 2002) defines self-esteem as positive evaluations of personality. The positive attitudes or evaluations mean the thoughts of someone who is thinking she/he is 'very good'. Meanwhile, the negative attitudes or evaluations are the opposite of the positive attitudes toward her/his personality or the thinking of she/he is "good enough" or not. Self-esteem is connected to personal confidence about capability, potentiality, performance, and social interaction.

In this context, self-esteem focuses on the positive and negative evaluations of students who think she/he has "very good" and "good enough" attitudes toward her/his capability, potentiality, performance, and intellectual assessment of English. Especially, the students' evaluation is in the English learning of the first-year English Education Department students at Mulawarman University.

Achievement in this study is related to student achievement in the learning process. Student achievement is also described as an academic achievement which is the outcome of education. According to Marsela (2017), the achievement is something that is obtained by people with their efforts and skills. Meanwhile, Lawrance and Vimala (2012) mention academic achievement is gained in-formal education such as schools or institutions indicating by test score, grade, grade point, average, and degree which is conducted to measure the knowledge of students. Besides, Riswanto (2017) describes the student's achievement as the level of student's result in terms of knowledge, skills, and experiences of learning. The result of learning is measured by learning objectives from the school curriculum.

In this study, student achievement refers to the result of student academic score at Mulawarman University especially in the English Education Department which is named Grade Point Average (GPA). GPA has represented the whole results of every course of students in the English Education Department at the end of the semester. Referring to the academic rules of Mulawarman University, there are five basic grades of scores for every course, they are represented as A, B, C, D, and E. The score is ranging from 0.0-4.0. The highest score is A with a score of 4.0, and the lowest score is E with a score of 0.0.

From the explanation above, English achievement can be defined as students' result in the English learning process of first-year English Education Department students at Mulawarman University. English learning process in this study can be described as the learning process of students in classes which are English classes. In this study, the English classes in the first semester of the English Education Department consist of seven classes which are Intensive English Grammar, Intensive Listening, Intensive Writing, Intensive Speaking, Intensive Reading, Introduction to Literature, and Introduction to Linguistics

3. Methods

The research design of this study was correlational research design. Correlational design analyzes the relationship between two or more variables (Fraenkel, Hyun, & Wallen; 2011). Meanwhile, Creswell (2012) defined correlational research design is a statistical test that is used to describe and measure the degree of association between two or more variables, or set of scores.

This study was conducted to find out the correlation between students' self-esteem and English learning achievement of the first-year English Education Department students in the academic year 2019/2020 at Mulawarman University.

4. Result

The population in this research was the first-year English Education Department students at Mulawarman University. The number of population was 86 students from three classes. The samples consisted of 62 females and 24 males students come from first-year English Education Department students in the academic year 2019/2020.

In this research, the total sampling method was used to take the sample. Sugiyono (2017) explained the total sampling method is a sampling technique where the number of sample and population are equal. Therefore, the samples of this study were 86 students of the from first-year English Education Department students in the academic year 2019/2020.

This study used two instruments to collect the data; they were questionnaire and score of English classes. Questionnaire of Self-Esteem (QSE) which was adopted from Hyde (1979) in Bagheri (2012) was used to collect the data of students' English self-esteem of the first-year English Education Department students at Mulawarman University. There are three sections in this questionnaire however this study only used situational self-esteem section. The questionnaire consisted of 20 items. Each item consisted of five Likert-scale options ranging from "Strongly Agree", "Agree", "Undecided", "Disagree", "Strongly Disagree".

Cumulative scores related to English classes of English Education Department in the first semester which were Intensive English Grammar, Intensive Listening, Intensive Writing, Intensive Speaking, Intensive Reading, Introduction to Literature, and Introduction to Linguistics were used to find out students' English learning achievement. Based on Academic Rules at Mulawarman University, there are five basic grades of scores for every course, they are represented as A, B, C, D, and E. The score is ranging from 0.0-4.0. The highest score is A with a score of 4.0, and the lowest score is E with a score of 0.0

5. Discussion

The data were analyzed when the questionnaires and English learning achievement scores were collected completely. Raw scores from the questionnaires and English learning achievements were converted into standard scores which were z-score and T-score (Gay, Mills, & Airasian, 2012, p. 330).

In order to find out the relationship between students' self-esteem and English learning achievement of the first-year English Education Department students at Mulawarman University, the data were correlated by using Pearson Product Moment Correlation.

Based on Lodico, Spaulding, and Voegtler (2010) the correlation coefficient is interpreted as:

Table 3.1: The Interpretation of Correlation Coefficient

Interval Coefficient	Interpretation of Correlation
.00 to .19 (.00 to -.19)	No or weak positive (negative) relationship
.20 to .34 (-.20 to -.34)	Slight positive (negative) relationship
.35 to .64 (-.35 to -.64)	Moderately positive (negative) strong relationship
.65 to .84 (-.65 to -.84)	Strong positive (negative) relationship
.85 to 1.00 (-.85 to -1.00)	Very strong positive (negative) relationship

There is a correlation between students' self-esteem and English learning achievement when the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. There is no correlation between self-esteem and English learning achievement when the alternative hypothesis (Ha) is rejected and null hypothesis is accepted.

Based on the findings and the data analysis results of self-esteem, the minimum score found was 53, and the maximum score was 95. It could be concluded that the average of students' self-esteem in English was 75.59 as a vulnerable level of self-esteem. Vulnerable self-esteem level indicated the level of students' English self-esteem was between high and low level, or at a moderate level. There were 60 students (70%) at a vulnerable level of self-esteem, and both decreased and strong levels of self-esteem were 13 students (15%) at each level.

The results showed the minimum score of students' learning achievement was 2.43, and the maximum score was 4.00. The average score of students' English learning achievement was 3.24, which could be concluded as grade B (good achievement). There was one student (1%) got grade A (Excellent); 65 students (76%) got grade B (Good); 20 students (23%) got grade C (Satisfactory); and no student (0%) got grade D (Passing) and E (Poor). Since English learning achievement could be divided into English skills and non-English skills. The calculation of English skills (reading, speaking, listening, writing subjects) and non-English skills (grammar, literature, linguistics subjects) achievement were conducted to show the data of them.

The minimum score of students' English skills subjects was 2.38, and the maximum score was 4.00. The average score of students' English skills subjects was 3.34, which could be concluded as grade B (good achievement). There were three students (3%) got grade A (Excellent); 72 students (84%) got grade B (Good); 11 students (13%) got grade C (Satisfactory); and no student (0%) got grade D (Passing) and E (Poor).

The results of non-English skills subjects showed the minimum score was 1.83, and the maximum score was 4.00. The average score of students' non-English skills subjects was 3.10, which could be concluded as grade B (good achievement). There were three students (3%) got grade A (Excellent); 54 students (63%) got grade B (Good); 28 students (33%) got grade C (Satisfactory); one student (1%) got grade D (Passing); and no student (0%) got E (Poor).

There was no significant correlation between students' self-esteem and English learning achievement. The correlation coefficient or the r-value was .185 and it was lower than the r-table 0.212 with the level of probability (p) significance (sig.2-tailed) was .089 and it was higher than 0.05. There was a positive slight significant correlation between students' self-esteem and English skills subjects. The coefficient or the r-value was .228 and it was higher than the r-table 0.212 with the level of probability (p) significant (sig.2-tailed) was .035 and it was lower than 0.05. There was no significant correlation between students' self-esteem and non-English skills subjects. The coefficient or the r-value was .091 and it was lower than the r-table 0.212 with the level of probability (p) significant (sig.2-tailed) was .406 and it was higher than 0.05.

The findings from this study showed that the level of students' self-esteem was in vulnerable or in moderate level. Most of the students who had a strong level of self-esteem were not taking private English courses before. There were 12 students with a strong level of self-esteem who were taking private English courses, while one student was not. Then, there were seven students at a decreased level of self-esteem were taking private English courses, while six students were not. Moreover, 41 students at a vulnerable level of self-esteem were

taking private English courses, while 19 students were not. Therefore, there was sufficient evidence to suggest that the students' English self-esteem was affected by the students' previous private English courses, where the students who took private English courses had lower self-esteem level than the students who did not take it.

Not all the students were studied English in the same period. There were two students studied English at college which was less than a year (2%); one student studied English at Senior High School which was less than four years (1%); four students studied English at Junior High School which was less than seven years (5%). Then, there were 55 students studied English at Elementary School which was more than seven years (64%), and 24 students studied English at Kinder Garden which was more than ten years (28%). In conclusion, most of the students had been studying English started from Elementary School for more than seven years.

The longer the students studied English subject, it seemed to affect students' English learning achievement. There were 19 students who studied English at Kinder Garden (79,2%); 43 students who studied English at Elementary School (78,8%); three students who studied English at Junior High School (75%); and one student who studied English at college and Senior High School (33,33%) got the good achievement. While five students who studied English at Kinder Garden (20,8%); 12 students who studied English at Elementary School (21,82%); one student who studied English at Junior High School (25%); and two students who studied English at collect and Senior High School (66,67%) got the satisfactory achievement. Therefore, there was sufficient evidence to suggest that the students' English learning achievement was affected by the length of the students had been studying English, where the students who had been studying English for a long time had higher English learning achievement than the students who studied for a short time.

There was no significant correlation between students' English self-esteem and English learning achievement of the first-year English Education Department students at Mulawarman University. The correlation coefficient or the r-value was .185 and it was lower than the r-table 0.212, and the level of probability (p) significance (sig.2-tailed) was .089 and it was higher than 0.05. Therefore, Ha (Alternative hypothesis) was rejected and Ho (Null hypothesis) was accepted. It might be because the self-esteem of English did not become an important factor that influenced students' English learning achievement. It was also supported by research from D'Mello, Monteiro, and Pinto (2018). The results showed there was no significant correlation between self-esteem and achievement of students. Psychological environments like family, peers, and teachers were of utmost importance in determining students' performance at college.

It was also the same with the correlation between students' self-esteem and non-English skills subject achievement. The correlation coefficient or the r-value was .091 and it was lower than the r-table 0.212. The level of probability (p) significance (sig.2-tailed) was .406 and it was higher than 0.05. Therefore, Ha (Alternative hypothesis) was rejected and Ho (Null hypothesis) was accepted. While, there was a positive slight significant correlation between self-esteem and English skills subjects. The correlation coefficient or the r-value was .228 and it was higher than the r-table 0.212. The level of probability (p) significance (sig.2-tailed) was .035 and it was lower than 0.05. Therefore, Ha (Alternative hypothesis) was accepted and Ho (Null hypothesis) was rejected.

The result was supported with the research from the previous studies (Gustaman, 2015.; and Bagheri & Faghih, 2012.), and also studies from Hayati and Ostadian (2008), and Fahim (2012) that indicated there was a significant correlation between self-esteem and English skills subjects. Gustaman (2015) stated that there was a positive significant correlation between students' self-esteem and English speaking competencies at moderate

level. In addition, Bagheri and Faghih (2012) stated that there was a positive significant correlation between students' self-esteem and reading comprehension at a moderate level. Then, the study from Hayati and Ostadian (2008) showed that the students' listening comprehension was correlated to self-esteem. Also, Fahim (2012) stated the null hypothesis of the correlation between self-esteem and paragraph writing was rejected, therefore the result indicated there was a significant correlation between self-esteem and paragraph writing.

6. Conclusion

This study indicated the self-esteem of English Department students had no significant correlation with English learning achievement and also non-English skills subjects. It might be because the self-esteem of English did not become an important factor that influenced students' English learning achievement and also for non-English skills subjects. However, self-esteem was found as important factor in gaining good achievement in English skills subject, since the results showed there was a positive slight significant correlation between self-esteem and English skills subjects. Since this study showed that self-esteem correlates with English skills achievement, the other researchers can deeply analyze which subject is the most correlated to students' English self-esteem at the English Education Department at Mulawarman University.

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